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ABSTRACT

In the summer of 1982, the Austin Independent School District (AISD) Office of Research and Evaluation (ORE) conducted a survey of dropouts. Dropouts are defined in this study as students who withdrew from AISD schools prior to receiving their high school diploma and are not known to have attended other schools. The dropouts were interviewed to find out the issues that may have influenced their decision to withdraw. The Dropout Study had three major purposes, which were to: (1) examine the reasons dropouts stated for withdrawing from school; (2) examine the decision-making processes dropouts pursue prior to withdrawal; and (3) ascertain whether there are commonalities among dropouts, the identification of which may assist AISD in developing dropout prevention programs and/or activities. Ninety-five young people were interviewed from a total sample size of 566; this represents nearly 17 percent of the total number of dropouts. Contact was attempted with nearly 400 dropouts. Hispanic school leavers were given special emphasis in this study. The results are reported in detail. (PN)

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DROPOUT INTERVIEWS:

Summer, 1982, Final Technical Report

November 1982

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DROPOUT INTERVIEWS:

Summer, 1982, Final Technical Report

November 1982

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ABSTRACT

Title: DROPOUT INTERVIEWS: Summer, 1982, Final Technical Report

Contact Person: Walter E. Davis, David A. Doss

No. Pages: 72

Summary:

During the 1981-82 school year ORE conducted a study of school leavers. A literature review and analyses tracking a group of students through four years of high school are reported in the 1981-82 ESAA/District Priorities Systemwide Desegregation Technical Report, publication number 81.73. This report supplements those findings with the results of interviews with recent dropouts which were conducted during the summer of 1982.

This report documents and summarizes the results of the interviews. The report describes the following:

1. The Dropout Interview Questionnaire.
2. The purpose of conducting the interview.
3. The procedure used to collect the data.
4. The results of the interviews.

DROPOUT INTERVIEWS

82.16

Instrument Description: Dropout Interview Questionnaire

Brief description of the instrument:

The Dropout Interview Questionnaire was developed to guide the person interviewing the dropout students included in the study so that consistent information was obtained from each interviewee.

To whom was the instrument administered?

A sample of students who had withdrawn from the Austin Independent School District and who were not thought to have attended another school.

How many times was the instrument administered?

Once per student interviewed.

When was the instrument administered?

During June and July, 1982.

Where was the instrument administered?

At the homes of the dropouts.

Who administered the instrument?

Interviewers hired specifically for the job. All except one were graduate students in the social sciences at the University of Texas at Austin.

What training did the administrators have?

In addition to their graduate training, the interviewers received general instruction in interviewing and participated in role-playing activities.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

DROPOUT INTERVIEWS

Purpose

In the summer of 1982, the Austin Independent School District (AISD) - Office of Research and Evaluation (ORE) conducted a survey of dropouts. Dropouts are defined in this study as students who withdrew from AISD schools prior to receiving their high school diploma and are not known to have attended other schools. Utilizing funds from the Emergency School Aid Act (ESAA), Local/State Bilingual funds, and District Evaluation funds, ORE interviewed a group of former AISD students who dropped out of school. The dropouts were interviewed to find out the issues that may have influenced their decision to withdraw.

The Dropout Study is one part of the School Leavers Study which includes a literature review and statistical analyses of data concerning school leavers. The results are published in the 1981-82 ESAA/District Priorities Systemwide Desegregation Technical Report, publication number 81.73. The School Leavers Study tracked for four years the enrollment patterns of a group of fourteen year olds who attended AISD schools in 1978-79.

The Dropout Study had three major purposes, which were to:

- Examine the reasons dropouts stated for withdrawing from school.
- Examine the decision-making processes dropouts pursue prior to withdrawal.
- Ascertain whether there are commonalities among dropouts, the identification of which may assist AISD in developing dropout prevention programs and/or activities.

Ninety-five young people were interviewed from a total sample size of 566; this represents nearly 17% of the total number of dropouts. Contact was attempted with nearly 400 dropouts. Hispanic school leavers were given special emphasis by this study. This is reflected in the total number interviewed by race.

Males represented the majority (56%) of the respondents of this study even though they are the minority (48%) of the total number of dropouts. Figure 1 displays the sex and ethnicity totals of dropouts.

The remainder of this report summarizes the findings of the Dropout Study.

Procedure

Interviews were conducted by six consultants hired and trained by ORE staff. Consultants were of three ethnic categories: one Asian, two Blacks, and

three Hispanics. Owing to budget restrictions, the Hispanic consultants exclusively interviewed Hispanic dropouts.

The training of interviewers consisted of role playing and distribution of instructional materials. Owing to the fact that individual interviewing styles differ, the training sessions were geared to the uniform collection of information rather than uniform interviewing style.

Each interviewer received a weekly assignment of randomly selected potential respondents. The time and the order in which an interview was attempted was left to the discretion of each consultant. The intent of the interviews was to gather information, not to change or influence the respondent. The tone of the interview was conversational. This allowed for a more friendly atmosphere yielding a greater amount of information than could have been achieved through a closed-ended or multiple-choice questionnaire.

Potential respondents were chosen at random after initial classification by zip code. Zip codes were utilized to maximize the probability of reaching dropouts in all sections of the city.

Interviews were conducted at the home of the dropout, except in four cases. The persons interviewed were not notified in advance. The consultant arrived at the dropout's residence, introduced themself, and explained the purpose of the interview. This process was utilized to minimize the number of refusals. Of the approximately 400 attempted interviews there were only seven refusals. The principal reason given for an unaccomplished interview was "moved with no forwarding address."

Every effort was undertaken to ensure that an objective, information-gathering atmosphere was maintained throughout the interviewing process. Respondent's receptiveness was based on: making the respondent believe that their acquaintance with the interviewer would be pleasing and satisfying, getting the respondent to view the survey as worthwhile and important, and to belay any suspicions that some punitive action by the AISD would result from their participation in the study. The above factors are important because the data base for each individual dropout was composed of their responses to questionnaire items. A copy of the questionnaire is located in attachment A. Data regarding an individual dropout was gleaned from three sources: responses to questionnaire items, consultants' interview notes, and a required narrative that highlighted the most significant aspects of the interview.

Results

What factors contributed to the dropouts' decision to withdraw?

Examination of the data showed that there was usually no one particular issue that led a student to leave school. In many cases several factors

influenced a student's decision. Because of this finding, reasons for withdrawing were divided into six categories. First, responses were categorized by level of importance; primary, secondary, and tertiary, and secondly, by attribution to either school or personal variables.

School variables are factors associated with an aspect originating within the school system. Several examples of school variables are--"bored with school," "bussed from original school," and "unable to maintain academic pace."

Personal variables are factors associated with an attribute concerning the personal life of a dropout. Examples of these variables include: "pregnancy," "wanted to work," and "wanted to get married." School and personal categories were not always separate and distinct; these were analyzed based on the researcher's judgement.

Students gave a variety of reasons for leaving school. Attachment B lists the different reasons given. The reader is encouraged to examine the attachment to get a good understanding of the influences listed by the students. In general those influences can be classified as being of two types--school related and personal.

School Variables. Figure 2 illustrates that 51 (nearly 54% of the sample) of the dropouts attributed their primary reasons for withdrawal to a school system factor. Figure 2 also shows that a school factor was the most prominent response at all levels.

Personal Variables. Figure 2 shows that 44 (46%) of the respondents assigned a personal factor as the primary cause leading to withdrawal. The percentage of these dropouts reporting secondary and tertiary personal issues was lower than those whose primary reason was school related. Overall, the total frequency of personal variables mentioned totaled 95, as opposed to 115 mentions of school variables.

What reasons did dropouts give for their withdrawal?

School Variables. Figure 3 illustrates that "Academic Concerns" such as "bored with class activities" were the most commonly cited school withdrawal reasons for both the primary and secondary causal levels. The most commonly stated tertiary school variable was "no schoolfriends" cited under the heading "Relationship with Schoolmates." Bussing to another school was mentioned as a contributing cause in the majority of cases.

Personal Variables. Figure 3 indicates that "Health Related Concerns" were the most commonly cited withdrawal reasons pertaining to personal attributes. The second most common personal variable was the category "Mismatch of Emphasis" which refers to the lack of congruency between the functions of the school system and the personal desires of a student. An example of an emphasis mismatch would be a case where a student considers work as being more significant than acquiring academic skills. The category entitled "Parental Issues" encompasses issues pertaining to the lack of parental assistance students receive to remain in school.

This category proved to be the third most prevalent. It contains both active and passive support of the dropout's decision to withdraw.

The following is a list of notable quotations regarding the question--"Why did you withdraw from school?"

> Was not doing good. . .was not passing classes.
>
> Just did not want to go anymore.
>
> I withdrew from school to party.
>
> I had a child and no baby-sitter.
>
> My father deserted us so I had to help out with the family.
>
> Something I felt I wanted to do. . .the school did not have anything to do with me quitting.
>
> I could not handle it.
>
> Mother got tired of taking care of the baby.
>
> Needed to help family.
>
> Because I was supposed to graduate this year and I wanted to graduate with. . .[my class]. . .so I went to ACC.
>
> I had to leave school because I was getting married.
>
> I wanted to find a job. . .that's what the real reason was.
>
> Cannot really read or write.
>
> Too late to catch up. . . .

Are primary personal and school withdrawal reasons related to secondary and tertiary withdrawal reasons?

Analysis of the total reasons for withdrawal showed that there was no consistent relationship between the primary reason and the secondary and/or tertiary reasons for withdrawal. The primary reasons in many cases was probably sufficient as a cause for dropping out. The secondary and tertiary reasons in many cases were factors that either expedited, was a consequence of, or probably had no effect on the decision to withdraw. In the majority of cases there did not appear to be an additive effect between the three levels of withdrawal reasons.

A handwritten tally of the reasons expressed for withdrawal, noted by each respondent, is on file at the ORE for interested parties to review.

Limited time and resources did not allow for the inclusion of a typed version in this report. Figure 4 displays the incidence of the various combinations of withdrawal reasons.

What factors did dropouts note as disadvantages in withdrawing from school?

Information regarding disadvantages was recorded for 55 (58%) dropouts. Their composite reponses are listed in Figure 5. The principal disadvantage noted pertained to economic concerns; i.e. lack of employment opportunities.

More than 50% of the dropouts for whom a response to this question was recorded stated that there were no disadvantages in withdrawing from school. This implies that either the majority of dropouts failed to critique their post-dropout life or they were satisfied with the decision they made. Many of the dropouts appeared to be content with entering the work world or pleased with the freedom gained from withdrawing from school.

The following are selected quotes mentioned in reference to perceived disadvantages:

> I would have graduated this year.
>
> It would have been easier to get a job and support my kids. I do not want to live off welfare.
>
> Wished I could have gone to Upward Bound. . .because I liked school.
>
> No jobs -- I advise anyone who is in school to stay in school unless they have a lot of money.

A detailed listing of disadvantages is contained in Attachment C.

What factors did school leavers note as advantages in withdrawing?

A total of 59 responses was recorded for this question. Of this number, 42 (71%) stated that there were advantages to leaving school, while 16 (27%) stated there was no advantage. This is significant in that only 26 dropouts stated that there were disadvantages.

As figure 6 illustrates, slightly more than a third of the respondents indicated that economic/employment factors were the primary advantage to leaving school. The category "Personal Factors" with nearly one third

of the responses was the second most common area of advantage. This category relates to a perceived school barrier that blocks the achievement of a personal desire, such as the opportunity to get married. The third most cited area was "no advantage." A detailed listing of advantages is listed in Attachment C.

Dropouts appeared more likely to note a specific advantage than disadvantage, because the advantage was usually directly related to the reason for withdrawing. They gained the advantage by withdrawing.

Employment related issues appeared as both advantages or disadvantages. Employment appears to provide a strong motivation to drop out, and the dropout's success at obtaining employment seems to have a strong influence on his or her assessment of the correctness of the decision to withdraw. Vocational education and work study programs may be important components of any program to keep students in school.

A detailed listing of advantages is listed in Attachment C.

The quotations that follow provide examples of advantages seen by the dropouts.

> Money was better than being in school.
>
> I do not have to sit in boring classes and worry about detention for being late to class and talking out. . .I feel more like an adult at ACC.
>
> Worked. . .[and]. . .got GED in the same time I was supposed to graduate.
>
> [I]. . .do not have to get up early or go to bed early.
>
> [Able to]. . .help the family.

Did dropouts consult with anyone prior to withdrawal?

Of the 95 respondents 51 (54%) stated that they had discussed withdrawing from school with someone prior to completing this action. Nearly three-quarters of these dropouts talked with one person, 18% with two persons, and 10% with three persons. A total of 44 (46%) dropouts reported that they individually decided to withdraw. A review of the primary reasons for withdrawal showed that the majority of dropouts who individually decided to withdraw did so because of chronic difficulties. The most common difficulty pertained to inability to perform classwork, followed by economic/employment issues. It can be assumed that since these issues required long term deliberations the necessity for consultation was diminished. Figure 7 has a complete listing of consultation frequencies. A table depicting frequencies by consultees is located in Attachment D.

With whom did the dropouts consult?

The most frequent response was consultation with one or both parents. The second most cited group of consultees was school authorities. Consultation with school authorities was cited 18 times in 12 cases. The third most cited group were friends. Figure 8 illustrates the total frequency of consultation by group and by cases. Information pertaining to multiple consultees is included in Attachment D.

The primary reasons dropouts cited for consulting with school authorities was seeking help in reaching their decisions to leave. The principal issue cited in this response was mutual assessment of options for the dropout. The second most cited reason noted for consultation with school authorities was to explain the reason for withdrawal. Black dropouts comprised half of the consultations with school authorities. A detailed listing of persons consulted is located in Attachment D.

The following are some of the quotations noted in reference to consultation:

> [The dean and counselor]. . .just asked if I was making the right move. . .I felt I was. . .still feel move was right. . .still feel decision was good. They told me I should wait until I finished. I thought their advice was better than what I was taking. . ., but I just wanted to go on and work.
>
> I really did not leave. . .I just did not come back in the fall.
>
> No one, I just said f _ _ _ it!
>
> [I]. . .talked to counselor, mother, and friends that were going to ACC. . .they told me that it was up to me, and if I thought it was the right thing to go ahead and do it.
>
> Did not talk about it with anyone. . .just did not go. . .just stayed at home.
>
> I just one day "poof" and never went back to school.
>
> Mom. . .she supported me in making my decision. . .I will be supporting her. . .[financially].
>
> I told my mother about dropping out everyday. . .she finally let me withdraw, because she did not want me skipping.
>
> [Counselor and Principal]. . .wished I would have finished, but I decided not to and went to work.

How were dropouts advised regarding their decision to withdraw?

The number of dropouts who were advised to remain in school, counseled to withdraw, and had their decision to withdraw accepted without an attempt to influence were nearly equal. Parents were more likely to accept their child's decision to withdraw, while school authorities were more likely to advise a student to remain in school. Figure 9 presents a tally of consultation results. A fuller breakdown of advisory data is located in Attachment D.

What school related changes might have lowered the dropout rate?

The majority of the dropouts, 62%, stated that some school related alteration would have had been necessary for them to have continued in school. The category of response most frequently mentioned was "Relations With School Authorities." The second most prevalent response indicated that if the former students had learned more in earlier grades, they might have remained in school. The third most common category was "Economic Factors Pertaining to Educational Attainment." The most popular response regarding this category was an expansion of vocational training opportunities. Figure 10 gives a numerical depiction of the above and lesser categories regarding changes in school. Attachment E contains a detailed breakdown of "School Related Changes."

The underlying theme expressed by the responses to this question is a call for increased flexibility within the school system. Allowing transfers to original schools, alteration of academic pace, and the provision of tutorial assistance were several of the more common responses.

What personal changes would have reduced the likelihood of dropping out?

Responses to the above inquiry were recorded for 50 (53%) dropouts. Nearly a third of the respondents stated that "Nothing" associated with their personal life would have altered their decision to withdraw. The second most common category was "Individual Behaviors." This category pertains to a personal action that prevented continuance in school such as "not to have gotten pregnant." The third most commonly cited issues concerned the category "Do Not Know." The final category, "Family Attribute," suggested a change in the former student's relationship with family members such as the receipt of emotional support. Figure 11 contains a tabular display of the above responses. Attachment E depicts a more specific breakdown of personal changes.

The following are a series of quotations regarding the issue of school and personal changes that might have lowered the dropout rate:

> Do something about. . .[racial]. . .unfairness in school.

Don't know. . .hard to say. . .well, maybe if I do not have to repeat grade ten again.

Don't know, have not thought about it that much.

Not to get married.

No. . .[changes]. . ., I think knowing a skill is better than learning book knowledge.

Wish I had good clothes to wear -- I had kids too early.

Find someone to keep my baby -- too young to go half a day.

Some program worked out for me to graduate with my class.

Have more white students and a work program.

My parents deserted me -- only if they would have kept in touch with me. That. . .[college]. . .was my dream.

If I would have met some people at _____ -- Anglos too stuck-up.

Nothing could have kept me in school.

I think this matter could have been solved if somebody had been more concerned about people like me.

The way I would have liked it would have been to go one-half day of school and work, but they said I would have to wait another year for that. I really wanted to work and go to school half a day.

If I was smarter, and if I was able to make more friends.

Maybe if the schools were like they were before. . .if I hadn't been bussed.

I. . .[begged]. . .them for a transfer, I didn't like the school. . . my counselors knew that. I like. . .[my old]. . .school. . .I was in the band. . . .

What is the employment status for dropouts?

Of the 95 respondents, 71% (67) were employed, and 25% (24) were unemployed. The employment status for 4% (4) was not recorded. The dropouts with the highest level of job satisfaction were those working in family businesses, followed by those in the "Factory/Fabrication and Office/Clerical" employment sectors. Dropouts working as construction laborers and in unskilled trades had the lowest level of satisfaction. Dropouts who withdrew for personal gain were more satisfied than those who withdrew to help the family.

The most common reason given for unemployment was caring for a baby. The inability to attain viable employment was the second most common factor cited for unemployment. Figure 12 contains a stratified depiction of the above employment concerns. Attachment F displays a more complete posting of dropouts' employment status.

There were few quotations related to employment status due to the factual nature of the responses. The following are several selected quotations regarding employment:

> Doing nothing now. . .a place called me to start work. . .they said I should start next week.
>
> Nothing, just trying to look for. . .[a]. . .job.
>
> Working. . .out in the dirt. . .[I]. . .do not want to do this for the rest of my life.

What are the educational goals of dropouts?

The most common response was "Considering Continuance of Education." The next most common was "No Current nor Future Educational Plans" followed by "Currently Enrolled." The most popular area of education achievement was the attainment of a GED.

Interpretation of the response "Considering Continuance of Education" should be tempered because of its speculative nature. There was in many cases little concrete evidence to substantiate dropouts' contentions that they planned to further their education. The validity of responses to "No Current nor Future Educational Plans" was supported in the majority of cases by tangible reasons such as "Needs to Work." Figure 13 contains a tabular description of educational goals. Attachment G contains a detailed description of dropout's educational goals and aspirations.

The following quotations pertain to the issue of educational goals, the popularity of the GED as an educational alternative is expressed in its frequency of citation:

> Taking care of kids. . .would like to. . .[get a GED]. . ., but I do not know nothing about where to get my GED.
>
> I think my mom wants me to finish GED, but I want to wait awhile.
>
> Took one GED test and passed. . .will complete GED eventually.
>
> Maybe go to trade school.
>
> Working on GED. . .enjoying independence at 18.

May think about GED one of these days.

I would like to get a GED -- secretarial training would be nice.

I am planning to get a GED, but transportation is a problem.

Never thought about GED -- not interested. . .there are more interesting things to do.

Did dropouts have an excessive absentee rate?

Attendence information was recorded for 50 dropouts, 45 (90%) of whom indicated that they were absent an excessive amount of time. The remaining five (10%) stated that they had attended school on a regular basis prior to withdrawal.

What reasons did dropouts state for their excessive rate of absenteeism?

The most common reason for a high absence rate was due to a "Personal Causal Factor" such as illness. The second most common factor was attributed to "Academic Reasons" such as boredom with book knowledge. The third most common category was related to the school environment; "Having Enemies at School" is one of its subheadings. Figure 14 contains specific information regarding the above and other absentee issues. A more complete depiction of absenteeism and attendence is located in Attachment I.

Although not specifically noted in the above tables, poor academic performance was a contributing factor in many of the reasons for absenteeism. This is especially true in the cases involving boredom and truancy.

Absenteeism proved to be a leading indicator in a student's withdrawal from school. It appears that students with social and/or academic school problems developed a cycle of progressively poorer attendance. The scenario continues as the students through nonattendance reinforce their transition from school until (using a direct quote), ". . .I decided to withdraw since I was not attending class anyway."

How many dropouts cited pregnancy or child care related reasons for leaving school?

Of the 95 dropouts, sixteen percent noted some aspect concerning pregnancy or child care as a factor contributing to their withdrawal. Figure 15 delineates these factors.

Did the responses to the issues addressed vary by ethnicity?

The Dropout Interview Study data was analyzed on the basis of ethnicity to determine whether the ethnic background of a dropout had a significant impact on the type and/or frequency of response. The primary reasons for this analysis was to extract data regarding the Hispanic dropout -- the study's principal raison d'être. The interpretation of the data was limited by the small numbers of Anglo and Black dropouts interviewed. Statistical analyses to determine whether there were significant ethnic differences proved to be valid in only one analysis -- incidence of pre-withdrawal consultation. There appeared to be other cases where ethnicity played an influential role, however, these could not be substantiated by statistical methods probably because the number of cases in some groups was too small.

Did the ratio for primary personal and school related withdrawal reasons vary by ethnicity?

As mentioned earlier, a majority of all dropouts stated that a school related issue was their primary reason for withdrawing from school. More than three quarters of the Anglo dropouts perceived a school related issue as taking precedence over a personal issue in their decisions to withdraw from school. The most common response for Anglo dropouts was "bored with school." More than 50 percent of the Black dropouts also mentioned a school related issue. Failing or having a problem with courses was their most common response. However, fewer than 50% of the Hispanic dropouts perceived of a school issue as the primary contributing factor in withdrawing.

Hispanic dropouts were more likely to cite a personal factor as their primary withdrawal reason. The most common response for Hispanics was in the area of economics--had to work.

Figure 16 shows the number and percent of school withdrawal reasons by ethnicity. A statistical analysis of the data showed that no conclusive evidence could be derived supporting the contention that ethnicity had a significant impact on reasons given for withdrawal.

Did the ratio for the total number of personal and school related withdrawal reasons vary by ethnicity?

The total number of primary, secondary, and tertiary personal and school withdrawal reasons was summed to examine whether the total response pattern varied by ethnicity. The obtained results showed that Black and Hispanic

dropouts nearly equally perceived personal issues, in terms of total frequencies, as being more important in determining withdrawal from school. An analysis of withdrawal data showed that the difference in ethnicity did not have a statistically significant impact upon total reasons for withdrawal. Figure 17 contains the total number of school and personal dropout reasons by ethnicity.

Did the perceived advantages related to dropping out of school vary by ethnicity?

An examination of the perceived advantages in dropping out showed that there was no statistically significant variation among ethnic groups. Numerically, the seven Anglo dropouts who responded to this issue stated that there were advantages in withdrawing from school. More than three quarters of the Hispanic dropouts stated that there were advantages. However, fewer than 50% of the Black dropouts stated that there were advantages in withdrawing from school. In all three ethnic categories, economic factors were the most frequently mentioned advantage. The second most frequently cited advantage for Anglo and Black dropouts was no longer having to cope with an undesirable school environment--for Hispanics it was the opportunity to get married. Figure 18 illustrates the preceding information.

Did the perceived disadvantages related to dropping out differ by ethnicity?

An examination of the perceived disadvantages associated with dropping out showed that there were no statistically significant differences in response rate by ethnicity. The response rates for Black and Hispanic dropouts were almost equal. No Anglo dropout noted a disadvantage in withdrawing from school. The high rate of skilled employment among Anglo dropouts may be the primary factor contributing to their failure to note disadvantages. Figure 19 contains a tabular description of the above findings.

Did the number of dropouts who consulted with someone prior to dropping out vary by ethnicity?

Anglo dropouts had the highest rate of consultation with others, followed by Blacks and Hispanics. More than three quarters of the Anglo dropouts consulted with others; over half of the Black dropouts and fewer than half of the Hispanic dropouts talked to anyone. No statistical analysis was performed on this data due to the small number of recorded responses for Anglo and Black dropouts. Figure 20 describes the preceding findings.

The composite consultation rate for Anglo and Black dropouts was statistically higher than that for Hispanic dropouts. It can be stated that seeking consultation from others does vary by ethnicity. Figure 21 delineates the data associated with this issue.

Did the type of advice given to dropouts vary by ethnicity?

Black dropouts were most likely to have been advised to remain in school while Hispanic dropouts were the least likely to have received such advice. Hispanic dropouts were more likely to be advised to withdraw while Black dropouts were least likely to receive that advice. In the above situations Anglo dropouts fell somewhere between the rate for Black and Hispanic dropouts. Hispanics were least likely to have received advice to remain in school because they had to work to support the family. They were most often advised to withdraw from school because of academic difficulties. The issue, "Type of Advice," was not statistically analyzed due to the small number of recorded responses for Anglo and Black dropouts. Figure 22 contains a tabular presentation of the above and other data concerning consultation by ethnicity.

Did the number of dropouts who stated that a change in a school variable could have reversed their decision to withdraw vary by ethnicity?

A majority of Black dropouts noted that some school-related changes could have altered their decisions to leave school. A smaller majority of Anglo dropouts gave the same response. Hispanic dropouts were least likely to state a school-related change. No analysis was conducted concerning the variation of decision by ethnicity due to the limited number of recorded responses for Anglo and Black dropouts. Figure 23 illustrates the above discussion.

Did the number of dropouts who stated a change in a personal variable could have reversed their decision to withdraw vary by ethnicity?

Nearly half of the Hispanic dropouts stated that some change in their personal life could have had a significant influence upon their decision to leave school. Only one Black dropout stated that a personal change could have altered their decision. No Anglo dropout cited a personal change. Because there was only one non-Hispanic response this issue was not analyzed statistically. Figure 24 lists the response rate for this research question.

Did employment status vary by ethnicity?

The employment rate for Anglo dropouts was the highest among all ethnic groups. Their high rate of employment can be partly attributed to employment in their family businesses. More than three quarters of the Hispanic dropouts were employed. Their relatively high rate of employment is partly reflected by the fact that one of the principal reasons for withdrawal among Hispanic dropouts was, "having to work to support the family financially."

Fewer than 50% of the Black dropouts were employed. The high rate of unemployment for Black dropouts can be partly explained by the child care responsibilities of three Black female dropouts. The unemployment cause for Black male dropouts is undiscernible from the available data. The results from a statistical analysis of employment status by ethnicity proved to be nonsignificant. Figure 25 notes employment status by ethnicity.

Do educational goals and attainment vary by ethnicity?

Black dropouts were more likely to have completed an educational program after leaving school followed in percentage by Hispanic then Anglo dropouts. Obtaining a GED was the most common post-dropout educational attainment for Black dropouts. Three of the Black dropouts mentioned the Gary Job Corps as an alternative learning experience. None of the Anglo or Hispanic dropouts mentioned the program.

A smaller percentage of the Black dropouts stated that they had no future educational goals. They were followed in percentage by Hispanic dropouts. Anglo dropouts had the highest percentage of respondents who had no further educational plans. One possible explanation for this is that they obtained satisfying employment in their family's business. Figure 26 contains complete information regarding education by ethnicity.

Did the rate of absenteeism vary by ethnicity?

Attendance information was recorded for 50 dropouts. Collection of information regarding absenteeism was post hoc, for it was not one of the principal issues we sought to address. Of the reported cases, Anglo dropouts had the highest rate of absenteeism, 54%. The most prevalent cause noted for Anglo dropouts' absenteeism was boredom with school or school activities. The rate for Hispanic dropouts was slightly lower than that. The principal cause for their excessive absences may have resulted from work related issues.

Black dropouts had a relatively low absentee rate. There was no particular issue that can be attributed to the absenteeism of Black dropouts. Five dropouts reported no problem with absenteeism. No analysis was conducted on absentee data due to the limited number of responses in some cases. Figure 2? lists the number of excessive absences by ethnicity.

Discussion

An emphasis on the preventive and predictive aspects of school leaving were the guiding themes of the Dropout Study. This emphasis was intended to further the District's role in alleviating a student's propensity to withdraw. The methodology employed -- that of interviewing dropouts, was directed at obtaining information regarding the District's ability to identify and meet the needs of a specific student population -- potential dropouts. A general finding of the study was that no one issue, whether it be school or personal, can fully explain the reason for withdrawal. A student's social, personal, and academic life are intricately interwoven.

A shortcoming of the study is the lack of a comparison group -- the researchers have little knowledge regarding those students whose lives may have been very similar to those of the dropouts, but who chose to remain in school. The value of the study lies in its depiction of the decision-making process employed by dropouts, the issues they encountered, and the description of their current situation.

A school-related issue was the most common reason mentioned for withdrawal. The primary issue noted was inadequate academic preparation. Many of the dropouts had a history of academic difficulties -- few mentioned being retained, but a significant number stated that they had difficulty in reading and writing. The dropouts indicated that personal issues had a lower significance regarding withdrawal than school issues. The most common response was health related. The majority of the personal reasons noted were very clear cut (i.e., the causal relation was easily established). The most common responses in order of occurrence were: "pregnancy," "wanted to work full time," and "had to work full time."

Responses to the issue regarding advantages in withdrawing from school were primarily related to economic/employment concerns -- the ability to work full time was the most commonly cited response. Many of the dropouts interviewed had to withdraw because of poor personal and/or family economic conditions. Owing to this there appears to be a relationship between a student's economic condition and leaving school.

The number of disadvantages cited was fewer than that of advantages. This suggests that dropouts focused primarily on the reasons for withdrawal rather than on the consequences. The primary disadvantages noted were the same as those cited for the primary advantages -- economic/employment concerns.

In examining the dropout process we asked the former students whether they consulted with someone prior to withdrawal. We discovered that the majority

of the dropouts did consult with someone prior to reaching their decision to leave. Most frequently they talked with their parents, followed by school authorities. Failure to consult could possibly have been due to the clarity of withdrawal reasons.

The students were advised to leave school about as frequently as they were told to stay in school.

The former students believed that school related changes would have had a more significant impact on possibly reversing their decision to withdrawal than personal related changes. This finding reflects the pattern noted for withdrawal reasons in that school issues were more prominent.

Dropouts had a high probability of being employed owing to their principal withdrawal reason -- economic/employment related concerns. Albeit, the majority of the positions they filled were low skilled and low paying. The principal reasons cited for unemployment was caring for an infant.

In the area of education the majority of those dropouts who chose to continue their education opted to obtain a GED. The GED was viewed as a viable alternative to former students who withdrew with good academic histories. Those dropouts who chose not to continue their education either had a highly skilled, well-paying job or believed that they were not adequately prepared to continue.

Although the study did not produce a composite picture of the "typical dropout," there were several recurring issues that deserve attention. These are:

- The need of many dropouts to work to support themselves or their family.
- Requests for more vocational training to reduce boredom.
- The provision of tutorial assistance.
- The need for in-school child care facilities.
- Active outreach and counseling of students who are likely to dropout and provision of counseling to recently transferred students.

Attendance to the above issues will not eliminate dropping out, but it might significantly alleviate the rate of leaving.

FIGURES.

Ethnicity	Total Sample Size					Interviewed Dropouts				
	Male	%	Female	%	Total	Male	%	Female	%	Total
Anglo	111	42	155	58	266	9	69	4	31	13
Black	47	53	41	47	88	7	47	8	53	15
Hispanic	116	55	96	45	212	38	57	29	43	67
Total	274	48	292	52	566	54	57	41	43	95

Figure 1. SEX AND ETHNICITY OF DROPOUTS.

Level of Significance	Attributions					
	School		Personal		Total	Percent of Total
	Number	%	Number	%		
Primary	51	54	44	46	95	45
Secondary	40	55	33	45	73	35
Tertiary	24	57	18	43	42	20
	115		95		210	

Figure 2. REASONS ATTRIBUTED TO WITHDRAWAL.

Order of Importance	Variables			
	School	Frequency	Personal	Frequency
Primary	Academic concerns	15	Health related concerns	14
Secondary	Academic concerns	14	Mismatch of Expectations	7
Tertiary	School peer relationships	8	Parental concerns	5

Figure 3. CLASSIFICATION OF REASONS FOR WITHDRAWAL.

Primary	Secondary	Tertiary	Number of Responses	Percent of Total
School			9	9
School	School		6	6
School	School	School	5	5
School	School	Personal	13	14
School	Personal	School	5	5
School	Personal	Personal	5	5
School	Personal		7	7
Personal			15	16
Personal	Personal		10	11
Personal	Personal	Personal	2	2
Personal	Personal	School	4	4
Personal	School	Personal	6	6
Personal	School	School	2	2
Personal	School		6	6
			95	100

NOTE. THE TOTAL OF PERCENTAGES DOES NOT EQUAL 100 TO ROUNDING.

Figure 4. FREQUENCY OF PRIMARY, SECONDARY, AND TERTIARY WITHDRAWAL REASONS, CATEGORIZED BY SINGULAR AND MULTIPLE ORDER OF RESPONSES.

Area of Disadvantage	Number of Respondents	Percent of Total
No disadvantage	29	53
Employment concerns	16	29
Personal factors	5	9
Academic factors	5	9

Figure 5. DISADVANTAGES NOTED IN WITHDRAWING FROM SCHOOL.

Area of Advantage	Number of Respondents	Percent of Total
Economic/Employment	20	34
Personal	18	31
No advantages	16	27
Academic	3	5
Not applicable	2	3

Figure 6. ADVANTAGES NOTED IN WITHDRAWING FROM SCHOOL.

Number of Consultees	Number of School Leavers That Sought Advice: Number of Respondents	Percent of Total
One	37	73
Two	9	18
Three	5	10
Total	51	100%

Figure 7. NUMBER OF SCHOOL LEAVERS WHO CONSULTED WITH SOMEONE PRIOR TO WITHDRAWING FROM SCHOOL.

Consultations

	Number of Consultations	Percent of Total Consultations	Number of Cases
Parent(s)	40	57	40
School Authorities	18	26	8
Friends	5	7	5
Other Relatives	4	6	4
Miscellanous Persons	3	4	3
Total	70	100	70

Figure 8. NUMBER OF CONSULTATIONS BY GROUP AND CASES.

Type of Advice	Number Advised	Percent of Total
Advised to Remain	14	27
Advised to Withdraw	13	25
Advised that it was their own decision	14	27
Given No Advice	10	20
Total	51	100

Figure 9. RESULTS OF CONSULTATION.

Category of School Related Changes	Frequency of Response	Percent of Total Responses
Relations with school authorities	17	18
Improved teaching methods	14	15
Economic factors that hamper educational attainment	12	13
Nothing should have been changed	11	12
Do not know	11	12
Blank	14	15
Relations with schoolmates	6	6
Undefined	6	6
Changes in academic pace	4	4
Total	95	100

Figure 10. SCHOOL RELATED CHANGES THAT COULD HAVE LESSEN SCHOOL LEAVERS' ATTRITION RATE.

Personal Variables	Frequency of Response	Percent of Total Response
Nothing	16	32
Individual Behaviors	15	30
Do Not Know	11	22
Family Attributes	8	16

Figure 11. PERSONAL CHANGES THAT COULD HAVE LESSEN SCHOOL LEAVERS' ATTRITION RATE.

Employment Status	Frequency of Response	Percent
Employed		
Area of Employment		
Construction	8	8
Factory/Fabrication	8	8
Food Service	8	8
Office/Clerical	6	6
Service	6	6
Family Business	5	5
Personal Care	3	3
Undefined	23	24
Total Employed	67	71
Unemployed		
Reason for Unemployment		
Caring for Infant	11	12
Unable to Locate a Job	10	11
Not Seeking Employment	2	2
Medical Problem	1	1
Total Unemployed	24	25
Unclassified		
Employment Status was undiscernible	4	4
Total	95	100.0

Figure 12. SCHOOL LEAVERS EMPLOYMENT STATUS.

Educational Goals	Frequency of Response	Percent of Total
No current or future educational goals	32	34
Considering continuance of education	34	36
Currently enrolled in an educational program	15	16
Received GED or completed alternative educational program	12	13
Undiscernible status	2	2
Total	95	100.0

Figure 13. EDUCATIONAL GOALS OF SCHOOL LEAVERS.

Cause for Absenteeism	Frequency of Response	Percent of Total
Personal causal factor	12	27
Academic factor	10	22
School Environment factor	9	20
Economic factor	7	16
Undiscernible	5	11
Family demands	2	4
Total	45	100.0

Figure 14. CAUSES RELATED TO ABSENTEEISM.

Sex	Reasons: Pregnancy Number	Pregnancy Percent	Caring for Baby Number	Caring for Baby Percent	Caring for Pregnant Girlfriend Number	Caring for Pregnant Girlfriend Percent	Total
Female	6	15	5	12	--	--	41
Male	--	--	0	0	4	7	54
Total	6	--	5		4		95

NOTE: ONLY ONE RESPONSE WAS DRAWN FROM EACH CASE. MULTIPLE RESPONSES WERE NOT NOTED.

Figure 15. INCIDENCE OF PREGNANCY AND CHILD CARE RELATED WITHDRAWALS.

Ethnicity of Dropout	Variables: School Number of Responses	School Percent	Personal Number of Responses	Personal Percent	Total Responses
Anglo	10	77	3	23	13
Black	8	53	7	47	15
Hispanic	33	49	34	51	67
Total	51	54	44	46	95

Figure 16. PRIMARY REASONS FOR DROPPING OUT, BY ETHNICITY.

Ethnicity of Dropout	Variables: School Number of Responses	School Percent	Personal Number of Responses	Personal Percent	Total Responses
Anglo	18	60	12	40	30
Black	17	45	21	55	38
Hispanic	100	46	116	54	216
Total	135	48	149	52	284

Figure 17. TOTAL NUMBER OF SCHOOL AND PERSONAL DROPOUT REASONS, BY ETHNICITY.

Ethnicity of Dropout	Advantages		No Advantages		Total Responses
	Number of Responses	Percent	Number of Responses	Percent	
Anglo	7	100	0	0	7
Black	6	46	7	54	13
Hispanic	28	76	9	24	37
Total	41	72	16	28	57

Figure 18. ADVANTAGES RELATED TO DROPPING OUT OF SCHOOL, BY ETHNICITY.

Ethnicity of Dropout	Disadvantages		No Disadvantages		Total Responses
	Number of Responses	Percent	Number of Responses	Percent	
Anglo	0	0	9	100	9
Black	8	57	6	43	14
Hispanic	18	56	14	44	32
Total	26	47	29	53	55

Figure 19. DISADVANTAGES RELATED TO DROPPING OUT OF SCHOOL, BY ETHNICITY.

Ethnicity	Number of Respondents	Percent of Total	Total
Anglo	10	76	13
Black	9	60	15
Hispanic	30	45	67
Total	49	52	95

Figure 20. NUMBER OF DROPOUTS WHO CONSULTED WITH SOMEONE PRIOR TO LEAVING SCHOOL, BY ETHNICITY.

Ethnicity of Dropouts	Consulted With Someone? Yes: Number of Dropouts	Yes: Percent of Total	No: Number of Dropouts	No: Percent of Total	Total
Anglo-Black	19	68	9	32	28
Hispanic	30	45	37	55	67
Total	49	52	46	48	95

NOTE: STATISTICAL ANALYSIS SHOWED THAT THE INCIDENCE OF CONSULTATION DOES SIGNIFICANTLY VARY BETWEEN THE COMPOSITE (ANGLO-BLACK) AND HISPANIC GROUPS. p=.05.

Figure 21. INCIDENCE OF SOLICITED CONSULTATION BY DROPOUTS PRIOR TO LEAVING SCHOOL, BY ETHNICITY.

Ethnicity of Dropout	Type of Advice: Advised to Remain Number	%	Advised to Withdraw Number	%	Advised that it was their own decision Number	%	Advised not Defined Number	%	Total
Anglo	1	10.0	2	20.0	5	50.0	2	20.0	10
Black	4	44.4	1	11.1	3	33.3	1	11.1	9
Hispanic	9	30.0	7	23.0	7	23.0	7	23.0	30
Total	14		10		15		10		49

NOTE: TOTAL RECORDED RESPONSES = 49.

Figure 22. TYPE OF CONSULTATION ADVICE GIVEN TO DROPOUT PRIOR TO THEIR LEAVING, BY ETHNICITY.

Ethnicity of Dropouts	School Changes		
	Number of Responses	Percent of Total	Total
Anglo	8	62	13
Black	13	87	15
Hispanic	38	57	67
Total	59	62	95

Figure 23. NUMBER AND PERCENT OF DROPOUTS WHO STATED THAT A CHANGE IN A SCHOOL VARIABLE COULD HAVE REVERSED THEIR DECISION TO WITHDRAW, BY ETHNICITY.

Ethnicity of Dropout	Personal Changes		
	Number of Responses	Percent of Total	Total
Anglo	0	0	13
Black	1	7	15
Hispanic	33	49	67
Total	34	36	95

Figure 24. NUMBER OF DROPOUTS WHO STATED PERSONAL CHANGES THAT COULD HAVE REVERSED THEIR DECISION TO WITHDRAW, BY ETHNICITY.

Ethnicity of Dropout	Employment Status				
	Employed		Unemployed		Total
	Number	Percent	Number	Percent	
Anglo	11	85	2	15	13
Black	6	46	7	54	13
Hispanic	50	77	15	23	65
Total	67	74	24	26	91

NOTE: THE EMPLOYMENT STATUS FOR FOUR DROPOUTS WAS NOT RECORDED.

Figure 25. EMPLOYMENT STATUS, BY ETHNICITY.

Ethnicity of Dropout	Educational Status								
	Completed Education		Currently Enrolled		Considering Continuance		Will Not Continue		Total
	Number	%	Number	%	Number	%	Number	%	
Anglo	1	8	3	23	3	23	6	46	13
Black	4	27	1	7	7	46	3	20	15
Hispanic	7	11	11	17	24	36	23	35	65
Total	12	13	15	16	34	37	32	34	93

NOTE: THE EDUCATIONAL STATUS FOR TWO DROPOUTS WAS NOT RECORDED.

Figure 26. EDUCATIONAL STATUS FOR DROPOUTS, BY ETHNICITY.

Absenteeism			
Ethnicity of Dropout	Number	Percent of Total	Total
Anglo	7	54	13
Black	5	33	15
Hispanic	33	49	67
Total	45	47	95

NOTE: ATTENDANCE INFORMATION WAS NOT ROUTINELY SOUGHT. FIVE RESPONDENTS MENTIONED HAVING GOOD ATTENDANCE. THE REMAINING DROPOUTS MADE NO MENTION OF ATTENDANCE.

Figure 27. NUMBER AND PERCENT OF RESPONDENTS MENTIONING ATTENDANCE AS A PROBLEM, BY ETHNICITY.

Attachments A

Dropout Interview Questionnaire

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Questionnaire

Name of last school attended: _____.

Date of withdrawal: _____.

1. Okay, let's talk about your last year at school, . . . What was it like for you?

A. Social—Interstudent

1. Friends not in school.
2. Have no friends.
3. Have enemies in school.
4. Older than my classmates.
5. _____.

B. Social—Authority

1. Teacher problems.
2. Principal problems.
3. Problems with Counselors and other.
4. _____.

C. Academic

1. Achievement level.
2. Bored by subject matter.
3. Bored by class activities.
4. _____.

D. Unable to attend

1. Lack of transportation.
2. Illness or health matter.
3. Work demands.
4. Caring for someone.
5. In Jail.
6. _____.

2. Why did you withdraw from school?
   (When did interviewee first consider leaving?)
   (What were the advantages/disadvantages in leaving school?)

Notes:

Summary:

3. Could you tell me with whom you discussed your decision to leave school?
(How were you influenced?)
(Who were the significant others?)

Notes:

Summary:

4. What changes would have had to occur in your life and/or in school for you to have remained in school?

Notes:

Summary:

5. What have you been doing since you left school? Are you continuing your education?

Notes:

Summary:

Attachment B

Reasons for Withdrawal

Primary Withdrawal Reasons — School	Number of Responses
Curriculum related issues:	8
Bored with course content	6
Dissatisfaction with course content	1
Not challenged by material	1
Disciplinary concerns:	8
Conflict with teachers	3
Stigmatized as troublemaker	2
Problem with administrative personnel	1
Smoking related explusion	1
Drug related explusion	1
Course credit problems	2
Academic concerns:	15
Inadequately prepared to advance	3
Inability to maintain academic pace	3
Unable to read and write at grade level	3
Retained	2
Undefined academic problem	2
Failing courses	1
Trouble with reading and understanding English	1
Harassment from Peers	2
School system perceived as prejudiced against Hispanics	2
Transfer related problems:	10
Disliked being bussed	3
Disruption of school social life	2
Isolated at new school	2
Refused to attend assigned school	1
Only Anglo in class	1
Dislike of new school	1
Tired of attending school	2
Perceived of school as a problem	1
Undefined issue pertaining to school	1

NOTE: Total recorded responses = 51

PRIMARY REASONS NOTED FOR WITHDRAWAL—SCHOOL ISSUES.

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Secondary Withdrawal Reasons -- School	Number of Responses
Academic concerns:	14
Bored with school	6
Curriculum unrelated to student's vocational interests	1
Poor advising	1
Poor grades	1
Retained in grade	2
Academic difficulty	2
Academic failure	1
Transfer related problems:	7
Not allowed to return to "prebussing" school	3
Dislike of assigned school environment	2
Transferred to a school with few Spanish speaking teachers	1
Academic difficulty	1
Disciplinary action:	2
Drug related suspension	1
Disruption of class activities	1
Problem with authorities:	7
Insensitive school authorities	2
Prejudiced school authorities	1
Discriminated by school authorities	1
Conflict with teachers	1
Teacher failed to help academically	2
Schoolmate relations:	10
Friends withdrew from school	3
Wanted to graduate with peers	1
Had no school friends	1
Fight with peer of ethnic group other than own	1
Fight with peer	3
Enemies at school	1

NOTE: Total recorded responses = 40

SECONDARY REASONS NOTED FOR
WITHDRAWAL -- SCHOOL ISSUES.

Tertiary Withdrawal Reasons -- School	Number of Responses
Issues associated with curriculum:	7
Bored with course content	3
Course work became increasingly difficulty	1
English language skills were not well taught	1
Limited vocational training opportunities	2
Problems with school authorities:	7
Angry at being urged to withdraw	1
Lack of academic support from teachers	4
Uncooperative authorities	1
Discriminated by authorities	1
Disciplinary issues:	2
Fights with other students	1
Problem with teachers	1
School peer relations:	8
Few friends at school	3
Friend(s) dropped out of school	2
General dislike of peers	1
Associated with the wrong people	1
Enemies at school	1

NOTE: Total recorded responses = 24

TERTIARY REASONS NOTED FOR WITHDRAWAL--SCHOOL ISSUES.

Primary Withdrawal Reasons — Personal	Number of Responses
Health related:	14
Physical injury	4
Emotional problem	2
Undefined health matter	2
Pregnancy	6
Employment related:	12
Wanted to work full time	6
Had to work full time	5
Had to work to assist family	1
Substance abuse:	2
Drugs	1
Alcohol	1
Personal problems:	2
Death of family member	1
Older than fellow classmates	1
Peer pressure:	3
Siblings withdrew from school	1
Friend withdrew from school	1
Both sibling and friend withdrew	1
Marital issues:	4
Wanted to marry	4
Caring for someone:	3
Infant	2
Older family member	1
Caring for someone financially:	2
Infant	1
Pregnant girlfriend	1
Mismatch of emphasis:	2
Wanted to be a playboy	1
Wanted to learn subject not taught in school	1

NOTE: Total recorded responses = 44

PRIMARY REASONS NOTED FOR WITHDRAWAL--
PERSONAL ISSUES.

Secondary Withdrawal Reasons — Personal	Number of Responses
Mismatch of emphasis:	7
Personal needs differ from those of school	1
Truant because outside-of-school interests were more satisfying	2
Saw no benefit in attending school	2
Work viewed as more important	2
Employment related:	6
Had to work full time	1
Job duties interferred with school	2
Supported family financially	3
Caring for someone:	5
Infant	3
Older family member	1
Pregnant girlfriend	1
Social skills:	4
Felt isolated in school	1
Lack of guidance	1
Limited social skills	2
Health related:	3
Undefined illness	1
Physical injury	1
Pregnant	1
Personal problems:	3
Responsibilities at home prevented continuation	1
Older than peers	2
Substance abuse:	2
Drug	1
Alcohol	1
Marital issues:	2
Wanted to marry	2
Caring for someone financially:	1
Infant	1

NOTE: Total recorded responses = 33

SECONDARY REASONS NOTED FOR WITHDRAWAL—
PERSONAL ISSUES.

Tertiary Withdrawal Reasons -- Personal	Number of Responses
Parental issues:	5
Lack of parental guidance	1
Withdrew partly because parents supported decision	1
Withdrew partly because mother supported withdrawal	3
Economic affairs:	3
Improvished - had to work	1
Father - unable to work - or deceased - dropout had to work full time	2
Mismatch of emphasis:	3
Wanted to obtain a GED	1
Interests outside of school were more important	2
Peer relations:	2
Wanted to party with friends	1
Had no friends	1
Marital issues:	2
Wanted to marry	2
Caring for someone financially:	2
Infant	1
Pregnant girlfriend	1
Health concerns:	1
Undefined illness	1

NOTE: Total recorded responses = 18

TERTIARY REASONS NOTED FOR WITHDRAWAL--PERSONAL ISSUES.

Attachment C

Advantages and Disadvantages
of Dropping Out.

Disadvantages	Number of Responses
Academic concerns:	5
Did not receive diploma	2
Did not learn course materials	1
• Can not read or write well	1
Did not graduate	1
Personal concerns:	5
• Miss school	1
• Miss teacher(s)	1
No longer sees some of his friends	1
Psychological problem	1
Unable to play organized sports	1
Economic/Employment concerns:	16
Can not locate a good job	12
Can not locate a job	2
No available employment opportunities	2
None	29

NOTE: Total responses recorded = 59

DISADVANTAGES RELATED TO DROPPING OUT OF SCHOOL.

Advantages	Number of Responses
Academic concerns:	3
Obtained GED at the same time she would have graduated	2
Able to attend a vocational program	1
Economic/Employment concerns:	20
Able to work full time	7
Able to work and help family financially	5
Having spending money	3
Able to work at a trade	2
Able to work in family business	1
Able to support pregnant girl friend	1
No longer have to pay babysitter	1
Personal concerns:	18
Able to get married	3
No longer have to cope with school	3
Able to get away from persons they dislike	2
No longer bored	2
To get away from drugs	2
Able to get away from prejudiced teachers	1
No longer wasting my time	1
No longer bussed	1
Able to "party"	1
Able to care for baby	1
Able to be around loved ones	1
Involuntary withdrawal	2
None	16

Attachment D

Consultation About the
Decision to Drop Out.

Consultations	Number of Responses
Total Number of Consultations:	51
With one person	37
With two persons	9
With three persons	5
With no one	44

NOTE: Total responses recorded = 95

TYPE OF PRE-DROPOUT CONSULTATIONS,
BY NUMBER OF CONSULTEES.

Multiple Consultees	Number of Responses
Two consultees:	9
Counselor and dean	1
Counselor and mother	2
Parents and schoolmates	1
Parents and pregnant girl friend	1
Friends and teacher	1
Friends and sister	1
Principal and parents	1
Principal and mother	1
Three consultees:	5
Mother, counselor, and principal	1
Mother, counselor, and psychologist	1
Mother, counselor, and friends	1
Mother, counselor, and teacher	1
Father, counselor, and principal	1

NOTE: There was 14 cases where dropouts consulted with more than one person.

CASES INVOLVING MULTIPLE CONSULTEES.

Persons Consulted	Number of Responses
Parents:	40
Mother only	20
Father only	6
Both parents	14
Other relatives:	4
Grandmother	1
Sister	1
Spouse	2
School authorities:	18
Counselor(s)	9
Principal/Dean	6
School psychologist	1
Teacher(s)	2
Friends	5
Miscellanous:	3
Exempt due to emotional problem	1
No one specified	2

NOTE: Total recorded responses = 70

FREQUENCIES OF PERSONS CONSULTED.

Type of Advice	Number of Responses
Advised to remain in school:	14
Recommended dropout remain in school	9
Disagreed with dropout's decision to leave school	5
Advised that it was their own decision	14
Advised to withdraw:	13
Supported student decision	9
Suggested student withdraw	3
Provided alternatives	1
Advice not defined	10

NOTE: Total recorded responses = 51

TYPE OF ADVICE GIVEN TO DROPOUTS PRIOR TO THEIR DECISION TO WITHDRAW.

Attachment E

Changes That Would Have Lowered
the Likelihood of Dropping Out.

School Variables	Number of Responses
Relations with school authorities:	17
Allow transfers to old school	7
Allow suspended/expelled students to play sports	2
Assign additional counselors	1
Increase understanding between students and teachers	2
Reduce racist environment	3
Revamp disciplinary system	1
Reduce explusion of students	1
Relations with schoolmates:	6
Remove persons I dislike	3
Prevent fights among students	2
Increase mutual respect among students	1
Changes in academic pace:	4
Slower pace	3
Increased pace	1
Institute methods to improve knowledge acquisition:	14
Change teaching philosophy	4
Provide tutorial assistance	7
Develop computerized teaching method	1
Purchase better textbooks	1
Make school less boring	1
Economic factors pertaining to education attainment:	12
Institute day care program	3
Expand vocational training	5
Expand school/work program	3
Institute loan plan for high school students	1
Nothing should have been changed	11
Don't know	11
Undefined	6

NOTE: Total recorded responses = 81

CHANGES IN SCHOOL THAT WOULD HAVE LOWERED THE LIKELIHOOD OF DROPPING OUT.

Personal Variables	Number of Responses
Family attribute:	8
Improvement in family economic conditions	2
Prevention of parent's death	1
Prevention of parents' divorce	1
Prevention of parent's illness	1
Received emotional support from parents	3
Individual behaviors:	15
Not to have gotten married	2
Not to have gotten pregnant	3
Not to have gotten girl friend pregnant	2
Acquired better reading and writing skills	1
To have had more time to mature	1
Learned how to choose good friends	2
Not to have gotten injured in an accident	1
Not to have become legally blind	1
Not having to work	1
Undefined	1
Nothing needed to be changed	16
Do not know what changes would have been necessary	11

NOTE: Total recorded responses = 50

PERSONAL CHANGES THAT WOULD HAVE REDUCED THE LIKELIHOOD OF DROPPING OUT.

Employment Status		Number of Responses
EMPLOYED: 67		
Areas of employment		
Construction:		8
Laborer	6	
Concrete finisher	1	
Sandblaster	1	
Factory/Fabrication		8
Carpet installer	1	
Machinist	1	
Factory laborer	2	
Mechanic	1	
Maintenance	1	
Upholster	1	
Steel tank construction worker	1	
Family Business		5
Food Service		8
Baker	1	
Cafeteria/Restaurant worker	5	
Stock person	1	
Waitress	1	
Office/Clerical		6
Assistant Manager	1	
Clerical worker	1	
Librarian	1	
Retail worker	3	
Personal Care Service		3
Child care	1	
Nursing care	1	
Hair stylist	1	
Service occupation		6
Custodian	1	
Porter/Delivery	4	
Laundry and cleaner worker	1	
Undefined employment		23
Working for personal reasons	18	
Working to support family members	4	
Odd jobs	1	
UNEMPLOYED: 24		
Unemployment reasons		
Unable to locate a job		10
Not looking for employment		2
Caring for an infant		11
Medical problem		1

NOTE: Total recorded responses = 91

DROPOUTS' EMPLOYMENT STATUS.

82.16

Educational Status		Number of Responses
COMPLETED STATUS: 12		
Received GED --		9
Considering college	4	
Considering a vocational program	1	
Attending college	1	
No additional educational plan	3	
Vocational training --		3
Vocational training program	1	
Gary Job Corps (did not receive GED)	2	
Currently enrolled:		15
GED Classes	11	
Vocational training program	3	
Public school	1	
Considering continuance of Education:		34
GED	20	
Public school	10	
Vocational training	3	
Gary Job Corps	1	
No current or future educational goals:		33
Has a good job	7	
Not prepared academically	6	
Has to support family	4	
Acquired new lifestyle	4	
Undefined	3	
Has to care for child	2	
Needs to work	2	
Does not value education	2	
Wants to work	1	
Racism (against Hispanics)	1	
Under doctor's care	1	

NOTE: Total recorded responses = 94

DROPOUTS' EDUCATIONAL GOALS AND ASPIRATIONS.

Absenteeism	Number of Responses
Academic Reasons:	10
Low achievement	1
Boredom with book knowledge	2
Boredom with learning environment	5
Lack of interest	2
School environment factors:	9
Enemies at school	1
Suspended	2
Truant due to a school related aspect	6
Economic factors:	7
Work demands	6
Lack of transportation	1
Family demands	2
Personal casual factor	12
Illness	4
Care for child	4
Drug abuse	2
Alcohol abuse	1
Undefined personal issue	1
Undefined factor	5
Attended school regularly	5

NOTE: Total recorded responses = 50

DROPOUTS ABSENTEEISM AND ATTENDANCE.

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